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Volume 3 Number 2 | February 15, 1902

Bridgewater College

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COLLEGE LIFE.

"We Must Educate, We Must Educate."—BEECHER.

Vol. III.

Bridgewater, Va., February 15, 1902.

No. 2.

TO THE BOYS OF THE NEW CENTURY.

From the mountain peaks of Progress
In the century to be,
Through the autumn air, this morning,
To the later chivalry,
Calls the Angel of the Future,
And she speaks to you and me:

Bring me men to meet my problems—
Men of tempered metal wrought,
Who will dare the silent struggle,
With eternal meaning fraught,
Clutch and conquer self—then, rising,
Resolute and battle-taught,

Quit the churlish mob and follow
In the vassalage of Right,
Rout the skulking Wolf of Darkness
With Truth's torches blazing bright,
And believe a heavy burden,
Love-transfigured, will be light.

From the hilltop of the Present,
To the Realm of Mystery,
Through the autumn air, this morning,
To the Future's Angel, we
Signal back a fateful message—
Oh, what will our answer be?

—Ernest Neal Lyon, in *Success*.



ANNUAL BIBLE INSTITUTE.

The annual term of special Bible classes was conducted by the College Faculty during the two weeks from January 20th to 31st. The number of persons taking the course was unusually large during the entire period; and great appreciation of the work was manifested by every one in attendance. Several have already expressed a purpose to enter upon one of the regular Bible courses next session. The special work just closed embraced studies in the following subjects: Epistles to Timothy; Prayers of the Bible; The Silent Four Hundred Years from Malachi to Matthew; Lives of the Apostles; Sunday-school Methods and Work. The steady growth of interest in these special Bible terms affords a reliable index of the growing desire among our people not only for a more practical knowledge of God's Holy Book, but also for a more comprehensive grasp of the literary and historical facts that serve as a golden setting for the priceless jewels of revelation. We trust that by another year we shall possess the means, by way of enlarged equipment in every respect, to aid our friends still more in their commendable efforts for a higher degree of Christian efficiency.

TEACHERS' NORMAL.

The splendid interest shown in the work of the Teachers' Normal last spring, and the many expressions of satisfaction with the work, encourage the management of the College to announce a similar Normal for the Spring Term of the present session. Circulars giving a full description of the work have already been sent out. The Normal will begin March 25th, and continue to the end of the session—about ten and a-half weeks. The rates are made very reasonable, as low as consistent with good work. Scholarships which reduce the expenses considerably are made available to all teachers. Every teacher who feels the need of more thorough preparation, and who wishes to keep abreast of the times and prepare himself for a better salary, is hereby afforded an opportunity of doing so at a comparatively small cost.

The work will be conducted by some half dozen of the members of the College Faculty, assisted by Prof. G. H. Hulvey, County Supt. of Schools. It will be seen that this will bring together an amount of skill and experience not often found in normals of this kind. Those who take the Normal work will be organized into classes separate from the regular College classes, and will be given just such work as their needs demand. Besides a strong teaching force, they will have many other unusual advantages, such as the use of the College Library, containing several thousand volumes; the College Reading Room, upon whose tables are found some 25 or 30 of the leading magazines and newspapers of the country; the Literary and Missionary Societies, each with a library of its own; occasional lectures through the term; and other educational features, to say nothing of the healthy moral atmosphere pervading the entire school community, and the association of nearly two hundred of as fine Christian young men and women as can be found together anywhere in the country.

With these combined facilities there is no reason why this can not be made the best and strongest Normal ever held in Rockingham county. It is believed that it will be. The number of letters coming daily to the President's desk already assure a large attendance. Circulars and more detailed information will be cheerfully supplied to those who ask for them.

Examinations for teachers' certificates will be held at the close of the Normal.

OUR PRESENT NEEDS.

The Special Bible Term, which closed January 31, reminded us again in a very forcible way of our cramped condition. The Bible room proved too small for the accommodation of those who came to take the special work. As a result the Bible Department had to be moved for the time to the chapel. This caused inconvenience also in that the classes accustomed to meet there were thus left without a place for meeting. It is hoped by all friends of the school that before the time arrives for another Special Bible Term this department may be housed in more commodious and convenient quarters.

Every day or two some one comes in to transact some business with the President or to settle a bill with the book-keeper. In either case embarrassment frequently arises from the presence of a number of persons about the office operating the typewriters. Similar embarrassment is experienced when the Trustees wish to hold a meeting for some particular purpose. The typewriting department has been housed, up to this time, in the annex adjoining the office. But, having outgrown its quarters, it now encroaches upon the privacy of the administrative department. This makes it almost impossible either to do business or to operate the typewriters successfully. A good-sized room for the typewriting department is one of the urgent necessities at the present time.

When the last piano purchased by the College arrived a short time ago, it was impossible to find a place for it. So a partition was run through the lady day-students' room. This made two very small rooms—so small indeed that neither serves its purpose to a very good advantage. The ladies are too much crowded for comfort or the best work, and the piano room is without heat, so that it is almost useless in cold weather. The ladies need a large room, and the music department ought to have a half dozen more rooms for instrumental practice.

With all the shelving, labeling, and classifying of books during last vacation, the library has again outgrown its quarters, and it is impossible to put in any more shelves or cases. The literary societies have just invested one hundred dollars in books, which, when they are placed on the shelves, will fill to the uttermost all the space that can be made in the present library. A larger room for the library by next session is an imperative necessity.

Any one at the regular chapel exercises would observe that the students fill the chapel comfortably full. So it takes an occasion of but little unusual importance to crowd the room. The only resource then on special occasions is to throw up the partitions between the

chapel and commercial room, take up the tables, and carry up benches from the recitation rooms down stairs. This, of course, necessitates a good deal of work. When occasion for it occurred only, say once a year, as at commencement, not very much was thought about it. But now the space of the two rooms is needed so often that to make the necessary changes becomes very burdensome. The commercial department ought to have another home; then the partition could be removed and the room made a permanent part of the chapel. Until this is done, the College will not have a hall of sufficient size to accommodate the crowds that frequently gather.

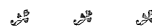
The proposed new building will supply all these needs. The generous response of those who have been approached on this subject indicate that these needs will be met soon. If all the friends of the College can but realize how the work is hampered until these needs can be supplied, we are sure they will feel to give liberal support to the cause, and thus put the College in a condition to do a larger and better work than it has yet been possible for it to do.



LECTURES AND SERMONS.

In connection with the annual Bible Institute, noted elsewhere in these pages, there were delivered three special lectures and four sermons, as follows: "The Making of a Man," a lecture on the character of David, by Prof. Flory; "The Testimonies of Jehovah an Heritage of Joy," a sermon from Ps. 119:111, by Eld. D. H. Zigler; "Christ Crucified," a sermon from 1 Cor. 1:23, by Eld. D. C. Flory; "How We Got Our Bible," a lecture by Prof. Yount, on textual criticism and historic manuscripts; "Home,"—on earth, in the church, in heaven—a sermon by Eld. D. B. Wampler; "Thirsting after Righteousness," a sermon by Eld. J. M. Kagey; "The Rise and Development of the Roman Catholic Church," an historic lecture by Prof. Wayland.

The favorable reception accorded to this phase of the Bible Institute this year will doubtless encourage a similar provision hereafter.



MISSION WORK IN INDIA.

The students and friends of the College were especially favored during the week in January from the 17th to the 24th, by the presence among them of Eld. Wilbur B. Stover, of Bulzar, India. Elder Stover has been seven years a missionary in India, and is actively alive to his work,—looking eagerly forward to his return to the mission field next autumn. His field of labor in India is adjacent to that of Eld. S. N. McCann,

who (as a former teacher in this institution) is familiar to most of the readers of COLLEGE LIFE.

During his stay with us Elder Stover held a daily conference in the College chapel, at which conferences anyone present was at liberty to ask any question pertaining in any way to India, its people, climate, products, etc., or to the varied work of the missionary among the heathen. Each evening a lecture was delivered to the eager throngs of listeners that crowded the room to its utmost capacity. Among others the following subjects were developed: "The People of India—How We Do and How They Do;" "The Great Famine of 1900;" "Idolatry of India;" "India Under the British Flag;" "Manners and Customs;" "Caste in India."

The fact was clearly brought out, that unless one is an efficient worker in home fields he cannot expect his work to be a success in India or anywhere else; because that after a year or two in a foreign field the missionary practically becomes at home among the people. Then, too, the better classes of the Hindoos, Mohammedans, and Parsis are of remarkable intelligence, and must be met as one would have to meet intelligent, educated people in America or England.

The missionary spirit, which was strong at the College before Bro. Stover's sojourn with us, has received a tremendous impulse from his labors in our midst.



WORK OF THE MISSIONARY SOCIETY.

In an address before the Missionary Society of the College several months ago, it was suggested that the Society might give more definite aim to its work by providing some means by which it might educate certain young men and women for the mission field. A committee was at once appointed to devise a plan. After a good deal of thought and deliberation and reconstruction of plans, the following paper was adopted by the society at their regular meeting on Wednesday evening, February 5th.

It is believed that the plan must commend itself to all persons interested in mission work (and what Christian is not?) since it is the experience of missionary committees everywhere that the greatest need in mission work is not money but thoroughly qualified workers. It is believed that there are friends of the mission cause who will feel to support this move, so that the plan can be put on a working basis by the opening of the next session.

TO THE MISSIONARY SOCIETY OF BRIDGEWATER COLLEGE,
GREETING:

We, your committee as undersigned, offer the following plan for the establishment in this institution of a scholarship, by means of which this society may give definite and practical

aim to its work, in the preparation of young men and women for active and efficient service in God's great harvest-field.

First—Let the Society raise the sum of One Hundred Dollars, which shall serve as the nucleus of a growing Endowment Fund.

Second—When the said One Hundred Dollars shall have been raised, let a scholarship be founded by the Society, in the Bible Department of the College, to be known as the "Bridgewater College Missionary Scholarship No. 1."

Third—Let the scholarship be of the maximum value of Seventy-five Dollars per annum, and be payable at current rates in the said Department, in tuition, in text-books, and in board and lodging in the College dormitories.

Fourth—Let the Scholarship begin to be available at once (or as soon as satisfactorily bestowed) at a minimum value of Thirty Dollars a year; but when the Endowment Fund is increased to Two Hundred Dollars, let the Scholarship be worth Thirty-five Dollars; when the Endowment Fund is increased to Three Hundred Dollars, let the Scholarship be worth Forty Dollars, and so on to its maximum value; and when the Scholarship shall have thus grown to its maximum value, let the Endowment Fund continue to increase until its earnings shall maintain the Scholarship at its full value.

Fifth—Let the Scholarship be maintained by the following means: (1) By the earnings of the Endowment Fund; (2) By regular collections held in the Society at the second meeting of each month; the Society obligating itself to raise by means of these collections, and by special collections if necessary, the amount of the Scholarship less the earnings of the Endowment Fund.

Sixth—Let the Endowment Fund be held in trust, invested and managed for the Society by a committee consisting of the Faculty of the Bible Department of the College, of which committee the President of the College shall be chairman, ex-officio.

Seventh—Let the Scholarship be bestowed upon each beneficiary, as hereinafter provided, for the term of years (one year at a time) required to complete the most thorough course in the said department.

Eighth—Let the said committee elect, subject to the approval of the Society, as beneficiaries of this Scholarship, only such young men and women as are known to be of high Christian character, and that are preparing to devote their lives to active mission work; it being understood and provided that a failure on the part of the beneficiary to maintain his accustomed standard of Christian deportment shall forfeit his right to the Scholarship.

Ninth—Let the Endowment Fund be enacted and maintained by the following means: (1) By fees paid for membership in the Society; (2) By general collections, donations, subscriptions, etc.

Tenth—At the first meeting in January of each year, let a full report be read of the work done by the committee during the year just closed, together with a satisfactory statement of the financial condition of the enterprise in hand. Furthermore, let the committee be authorized to make a public report during commencement week, or at such other times as the needs of the work may require.

M. A. GOOD,
J. W. WAYLAND,
JNO. S. FLORY,
S. L. BOWMAN,
J. D. MILLER,
Committee.

Bridgewater College, Va., January 29, 1902.

COLLEGE LIFE.

Published quarterly, for the uplift of College Life in Literature, Music, etc., by Bridgewater College.

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J. D. BRUNK, }

SUBSCRIPTION, 20 CENTS PER ANNUM.

(Entered at the Post Office at Bridgewater, as Second Class Matter.)

Attention of teachers is called to the announcement of the Teachers' Normal on the first page of this issue. If you have not seen one of the special circulars giving fuller account of the work, write for one.

The members of the class in General History are now preparing their second set of essays. Those submitted at the close of last term were of a very creditable character, embracing such subjects as "Roman Literature," "The National Games of Greece," "The Ancient Egyptians," "Julius Cæsar," etc. From the interest manifested in this work it is confidently expected that the essays now in preparation will be of still greater merit.

The Bible Department of the College has recently received a valuable aid in the donation of books, amounting in cost to over forty dollars, from the graduating class of '99. All the volumes are of standard authorship, and are of a grade not ordinarily found in private libraries. The lot comprises Thomson's "The Land and the Book" (3 vols.), Strong's Exhaustive Concordance of the Bible, and Hastings' Bible Dictionary (4 vols.), among others equally helpful. The Trustees of the College have provided a nice large case for this and similar donations, which is to be known as "The Alumni Case."

This is an era of great benefactions. The beginning of the twentieth century is characterized by the most remarkable spirit of giving to schools and colleges ever known in the history of this or any other country. And the most encouraging feature about this giving is, that it is no longer concentrated upon a few large and wealthy institutions, but is being broadly distributed among the smaller and more needy colleges. Without tabulating the bequests received by the leading universities such as Harvard, Yale, Brown, Washington, Chicago, Stanford, whose donations run into the millions, we append a list (taken from the *Inlander*) of

smaller institutions with the donations each has received in about the last two years. It is not intended of course that the list is complete.

Syracuse University	\$533,000
Beloit	350,000
Princeton	320,000
Cornell	310,000
Columbia	231,500
Milliken University	150,000
Vassar	120,000
Smith College	101,000
Teachers' College	100,000
Williams College	80,000
Kenyon College	50,000
University of Illinois	50,000
Fargo College	50,000
Whitman College	50,000
McKendree College	50,000
Lafayette College	30,000
Bethany College	25,000
Fairmount College	25,000
Drury College	25,000
Tuskegee College	25,000
Middleburg College	12,500

Thinking people everywhere are beginning to realize the fact that it is impossible for any school to maintain a high standard of excellence without permanent endowments. Our schools must be endowed before they can accomplish the work they ought to accomplish, and for which they were founded. Our special Bible Institutes for several years past have shown a wonderful growth of interest in Bible work. It becomes more and more apparent that the Chair of Bible Instruction in this College must be endowed. Then tuition in the Bible Department can be made free to all. The College can not perform its real mission as the advocate of the highest ideals in Christian manhood and womanhood, and in the general dissemination of truth, until it is placed on an independent basis financially, and has the facilities for distributing its teaching broadly and gratuitously to the people. This can be accomplished only by endowments. And what Christian would not feel like devoting some portion of his means to a cause so worthy?



Friends of our late Prof. Latham, who is this year continuing his studies at the University of Virginia, will be gratified to learn that he has been appointed assistant instructor in Physics in that institution. Coming as it does without solicitation on his part, this appointment carries with it no little honor and distinction. But we have learned not to be surprised at the success of any Bridgewater man.



The eternal art educes good from ill.—*Pope*.

MUSIC DEPARTMENT.

VOICE CULTURE AND ITS TEACHERS.

It has been the experience of many who have begun the study of Voice Culture to find themselves beset with mysteries on every hand. To secure correct breath action and good tone quality seems, at first, to be an impossibility. It is an easy thing for a teacher to make the subject he is pretending to teach seem difficult, even the very easy things and the simplest exercises. There are a great many teachers (so called) who resort to this means to obscure their own ignorance. This, then, explains why so many pupils are thrown into the conditions above mentioned. Under the proper directions and protections Voice Culture not only becomes easy but a delight to the student, and besides all this, a developed voice stands for more than one at first thought would imagine.—*Hildebrand*.

From the above it is noticeable that there are two ways in the attempts at voice training—a right way and a wrong one. Both are due largely to the method pursued. There is one truly great method of Voice Development, which comes to us from Italy. The father of this method, which is named by his name, was Lamperti. The greatest living teacher of that method is William Shakespeare, of London. Direct from him and Lamperti himself is our own great American, Frank H. Tubbs. Mr. E. T. Hildebrand is the medium through which this method is now brought to us of the South. Mr. Hildebrand is well known as a successful Voice Teacher, and since he now comes to us under the full endorsement of Mr. Tubbs himself, we feel that all who would know how to rid themselves of vocal difficulties would do well to study with him.—*Brunk*.

To assure our friends of our faithfulness we clip the following from Mr. Tubbs:

"Mr. E. T. Hildebrand has been a pupil of mine at three different times and this year is making more extended examinations into my system of teaching the voice than ever before. He certainly has correct ideas of Voice Culture and singing, and I know that students who are placed in his charge will find him efficient and gain great good for their voices.

(Signed)

"FRANK H. TUBBS, New York."

We suggest to those who desire instruction from Mr. Hildebrand that it might be well for them to secure their lessons this Spring Term (March 11th to June 5th) as it is quite probable that on account of the great outlay for vocal training the tuition for this study will be greatly advanced in our catalogue for next year.

Be it understood, however, that for the remainder of this session the prices will be as stated in our last catalogue.

NOTES.

Spring Term begins March 11, 1902.

Do not fail to read carefully the two articles, "The Virgil Clavier School," and "Voice Culture and Its Teachers."

A nice Easter Music Program is being prepared. A prominent feature of this free entertainment will be a short Easter Cantata from the prolific pen of Finley Lyon.

Prof. Hildebrand will return from New York City early in March to resume his position in the College as Director of Music, and Instructor of Voice Culture and the Art of Singing.

Notice ad. elsewhere of Special Normal for Music Teachers and advanced students who wish to become teachers. A twelve weeks' session. Begins March 11.

The concert given December 14 in College Hall was an entire success from the standpoint of rendition.

It may be to your advantage to note with care the conditions under which you can secure a free scholarship to the Music Teachers' Normal.

Already a number of old students and some new ones have reported to us their intentions to attend the College during the Spring Term.



FREE SCHOLARSHIP.

To any Vocal Teacher, Choir Leader, or Sunday-school Superintendent, who will bring with him or secure three other students for the entire spring term, the College will grant a FREE SCHOLARSHIP to the Normal Course of the Extension Department.

To any Vocal Teacher, etc., who will bring or secure two students for the entire spring term, two months' tuition to the Normal will be remitted to him.

To any Vocal Teacher, etc., who will bring or secure one student for the entire spring term, one months' tuition to the Normal Course will be remitted to him.

The pupils who are secured need not necessarily become students of the Normal Course, but may pursue any music studies mentioned in our catalogue at catalogue rates, provided the tuition paid is not less than for the Normal Course.

The scholarship includes tuition only.



"The demands made by music upon the executant are of three kinds, viz: Mechanical, intellectual, and emotional.



Their savage eyes turned to a modest gaze by the sweet power of music.—*Shakespeare*.

STUDIES FOR SPRING TERM.

For the interest of those who may not desire the Normal course we mention the elective studies, which may be pursued during the spring term.

Voice Culture, Art of Singing, Piano—usual method or the Virgil Clavier Method—Reed organs, Harmony, Vocal Music, Chorus, Composition, Counterpoint, History of Music, Methods of teaching, Theory, Public School Music, and Directing.

The regular courses in session during the Spring Term are:

Piano Course, Teachers' Course, Normal Course.



THE MUSICAL FACULTY UNIVERSAL.

Dr. E. F. Bartholomew in his excellent work entitled "Relation of Psychology to Music," gives much encouragement to many of us who feel that we are not endowed with musical abilities. We quote as follows:

"A question of practical interest arises, namely, Is every soul endowed with the musical faculty? Has everybody capacity for music and can anyone learn music? The idea quite extensively prevails that musical gifts are the exclusive possession of a highly favored class of people called *geniuses*. Only the musical *genius* can learn music; or rather, music is not something to be learned as other things must be learned, but it is a direct gift from the Creator to the *genius*, and he who is not such a *genius* can never become a musician. This idea belongs to the shadowy mysticism of the Middle Ages, and its lingering presence in our time has been a great barrier in the way of progress in musical science and art. It is a vain delusion, which a little knowledge of psychology can easily dispel.

"You have the musical faculty, you may learn music, you may achieve commendable success in the line of your desires. Application will tell the story, earnest work will decide your capability in music just as in everything else. Faithful work is the measure of success. Even men of genius have always been hard workers, diligent students. Be not deceived; genius is never a substitute for labor. There is no excellence without labor. If you do not belong to the class of geniuses, you are a fellow-being, a brother, a sister of these great men, and this thought should encourage and inspire you. You have the same *kind* of faculties, the same modes of mental activity as the rest of mankind. Every rational soul has by creation the same faculties, however they may differ in their degree of development and efficiency. I know this statement is contrary to the traditional idea and to the popular notion about the matter, but I am persuaded that it rests on a sure psychological foundation. So each and every soul has capacity for appreciating and learning music."

THE VIRGIL CLAVIER SCHOOL.

Almost every one who has come into the profession of music teaching, and especially piano playing, has heard of the Virgil Clavier piano method. Mr. A. K. Virgil originated the method about sixteen years ago, which he based purely on psychological principles. In this method the study of piano playing becomes scientific. The old method of piano teaching embraces the teaching of notes, staff, measures, etc., etc., along with the lessons in hand forming and finger training. In the Virgil method the hand, wrist, etc., are trained; notes, staff, etc., are left for the music teacher.

Mr. Virgil is director and principal teacher of the Virgil Clavier Piano School. Most of the work is done in classes. The students are brought to a technique table for hand forming and finger action. Mr. Virgil sits at the head of the long table like unto a father at the head of a family dinner table and gives directions to the students who sit on either side. After several weeks practice at the table the students are put to the claviers. There is a clavier for each student and all play the exercises through together to the tick of the metronome. If the exercises admit of tone work one of the students is sent to the piano to play along with those at the claviers. This gives the players at the toneless instrument the benefit of the tones with their technique work.

When students are well grounded in the table work and clavier exercises, they are turned over to the School of Interpretation, which is conducted by Mr. S. M. Fabion, who is a piano teacher and virtuoso of a high order. Under Mr. Fabion the student completes his course, and if he has done his work faithfully and well from the time he begins at the technique table to the close of Mr. Fabion's course of instruction he can congratulate himself of being a real pianist.

Mr. Virgil is one of the greatest teachers I ever met. I don't mean that he is an excitable or high pressure teacher, but logical and methodical. In his teaching he appeals to the mind and insists on the application of thought. Mr. Virgil has associated with him E. M. Bowman, F. H. Shepherd, W. A. White, and Miss Florena Dodd, all of whom are prominent teachers and musicians.

The Virgil Clavier method is being endorsed by the leading educators of the piano and pianists. There is already in every great city a special Clavier school, and the method is becoming universally popular. It is safe to say that Mr. Virgil has originated a system of study for students and players of the piano that will live as a monument to him for many generations to come.

E. T. HILDEBRAND.

New York, January 29, 1902.

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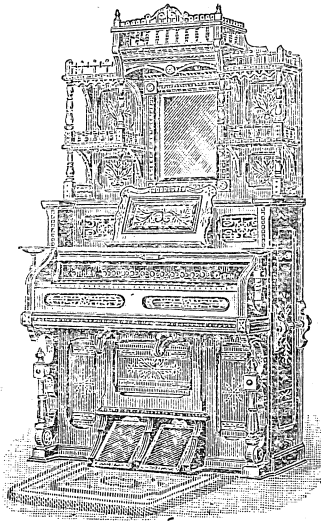
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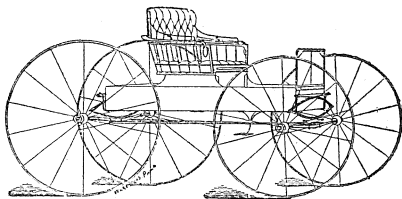
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- ii. Bible School—two courses.
- iii. College of Business.
- iv. School of Shorthand and Typewriting.
- v. College of Music—four courses.

Spring Term, Twelve Weeks, Begins March 11th, 1902.

Extension Departments:

A Ten Weeks' Teachers' Normal

March 25th to June 5th.

Expenses Reduced Very Low by Scholarship.

ii. Normal School of Music

Twelve Weeks' Session,
March 11th to June 5th, 1902.

FREE SCHOLARSHIP ATTAINABLE.

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Or, E. T. HILDEBRAND,
Director of Music.

W. B. YOUNT, President,
BRIDGEWATER, VA.

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